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ABSTRACT

In a questionnaire on selected school practices, schools were identified where pass/fail grading is being tried, and letters requesting additional information were sent to the schools thus identified. The plans reported by the 26 respondents are outlined in a summary section. Twenty of the replies described plans in individual secondary schools; the remaining six described systemwide plans. (Author)

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NO. 11, NOVEMBER 1971

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PASS/FAIL PLANS

"It has become increasingly evident that more and more students are extremely concerned about their grade index and the resulting effect of this grade on the possibility of college entrance. We have no argument with the conscientious student, nor do we disagree with the present demanding entrance requirements of institutions of higher learning. We do believe, however, that more secondary students should be encouraged to increase their knowledge through self-motivation, rather than through the necessity for a better grade. It occurs to us that 'better grades' may result automatically if self-motivated learning can be encouraged. We see the trial introduction of a pass-fail philosophy, properly controlled, as a possible vehicle to encourage a student to experiment with his abilities, without sensing so acutely the 'slavery of conformity' inherent in some traditional grading systems. This pass-fail concept, then, is an attempt to help the student free himself from the standard of an arbitrarily-fixed grade and, hopefully, substitute a kind of self-motivation that will trigger him into an attainment level that he might not reach under the pressure imposed by a letter grade."1/

This was the rationale set forth by the chairman of the history department at Longmeadow, Massachusetts, High School as he explained the pass/fail grading experiment in his school. Aware that a number of other schools are exploring this practice, the Educational Research Service included in a questionnaire on selected school practices a request for the names of schools where pass/fail grading is being tried. Letters requesting additional information were sent to the schools thus identified. The plans reported by the 26 respondents are outlined in the table beginning on page 6. Twenty of the replies described plans in individual secondary schools; the remaining six described plans which apparently are followed system-wide.

What is pass/fail?

Before going any further, it is best to point out that pass/fail (or credit/no credit) does not mean the same thing in all schools. In some, credit is given for a passing grade, and no entry is

1/ Haskell, John M. "Pass-Fail? A System Worth Trying." *Clearing House* 42: 172-73; November 1967. (Quoted by permission)

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made on the records of those students who have not passed. In others, such as R. Nelson Snider High School in Fort Wayne, Indiana, a passing grade is not taken into consideration when figuring grade point average and class rank, but a failing grade is, because this grade is given only to pupils who have not expended any effort whatsoever. In still other schools, such as Winston Churchill High School, Eugene, Oregon, there is no failure. Here a student is given an "incomplete," which may be made up at any time prior to graduation.

Some schools have devised modified pass/fail systems. A system instituted in Monte Vista High School, Whittier, California on an experimental basis in 1970-71 is an example. There, eleventh and twelfth grade social studies students could receive only the grades "A," "B," or "C." No grade was given or recorded on the official transcripts of pupils failing to achieve at least a "C."

Why give courses on a pass/fail or credit/no credit basis?

A proposal for the initiation of a credit/no credit plan during the 1970-71 school year at Fairview High School in Boulder, Colorado, set forth the following objectives:

1. To allow a student to register for approximately half of his courses, which he can take without being concerned about his rank in class or grade point average. This broadens his learning without threatening his college admission.

2. To provide opportunity for comparison of self-motivation for learning in students under each system.

3. To encourage self-evaluation in the students rather than to conduct only teacher evaluation.

4. To use a system that does not contain failure; students are encouraged to try hard courses. Education is then expanded. Even if the student does not pass, he can continue through the rest of the semester to assimilate a certain amount of knowledge, perhaps enough to allow him to pass a second time if he tries the course again.

In his proposal for pass/fail grading for a one-semester psychology class, an intern at Hudson's Bay High School, Vancouver, Washington, offered the following arguments against the use of grades:

1. Grades are either ineffective or negative motivators.

2. They help to create and perpetuate an authoritarian structure within the classroom and to prevent trust and friendship between the teacher and his students.

3. They serve as a similar deterrent to trust and cooperation among the students themselves.

Few educators would concur entirely with these three statements, which seem to be arguing for the elimination of all grades. Many would point out that we need some way to differentiate between good, fair, and poor students for college entrance, job qualifications, etc., and that grading is the best method to do this that has been devised so far. It is probably safe to say, however, that most of the systems offering pass/fail courses do so to relieve anxiety about grades and to enable students to take courses they would not ordinarily take for fear of low grades.

Rules governing pass/fail systems

Each school or school system offering courses on a pass/fail basis has set up certain regulations for students wishing to be graded in this manner. These rules vary from school to school. In some, pass/fail evaluation is limited to certain grade levels. For example, in the New Rochelle, New York, High School and in high schools in Yonkers, New York, only seniors may take courses on a pass/fail basis. In Alameda Senior High School, Lakewood, Colorado, and in the Palo Alto, California, School District, pass/fail courses are open to students in grades 10, 11, and 12, the Alameda plan being available only to undermotivated students in the work-study program. Ridgeview Junior High School, Napa, California, uses pass/fail in English, math, and history for all low ability students.

In most of the schools participating in this study, it is up to the student to request in writing that he be evaluated on a pass/fail basis. Parent approval is required in most cases; several schools require teacher and/or counselor approval as well. Some sample request forms are included in this report, beginning on page 12.

The schools give students varying amounts of time to decide whether to take a course on a pass/fail or letter grading system. Among the 11 respondents who included this information, the decision point ranged from the first to the eleventh week in the course. Most of the schools stated that once a student requests to be evaluated on a pass/fail basis, he cannot return to letter grading in that course.

When a school decides to institute a pass/fail system, it must decide, among other things, what to do about figuring grade point average and class rank. The schools in this study have solved these problems in various ways. With the exception of one school (which includes "F" grades when figuring class rank but not "P"), none of the schools in this study figures courses taken under a pass/fail option in class rank. Most of them do not include these courses when calculating grade point average either. One high school requires that 80 percent of credits earned be for a letter grade in order to determine class rank and grade point average.

Restrictions are also placed on the courses made available on a pass/fail basis. While some schools offer all courses or all elective courses on this basis, others restrict the option to specific courses or courses not required for graduation. In one school, any instructor in any class may permit a student or students to take the course on a pass/fail basis.

The schools in this study also limit the number of credit hours or the number of courses a student is permitted to take on credit/no credit grading. These restrictions vary widely from school to school. One school permits a student to take a maximum of two courses with pass/fail grading; another school requires that 60 percent of the credits toward graduation be for a letter grade; and still another school permits half of the courses to be on a pass/fail basis.

Why place limitations and restrictions on the use of pass/fail grading? The major concern seems to be that a student might jeopardize his college admission by taking certain required courses or too many courses on a pass/fail basis. A number of the high schools mentioned that students should check the admission requirements of colleges and universities they are interested in attending before taking courses on a credit/no credit basis. Students in high schools in Yonkers, New York are advised of this risk involved in taking pass/fail courses. Pupils in high schools in Palo Alto, California are warned that the University of California does not honor grades of "pass" or "credit." New Rochelle High School in New Rochelle, New York, sends explanations to colleges which raise questions about pass/fail grades.

In a memo to senior high school principals and teachers explaining the pass/fail system in Lincoln, Nebraska, the Associate Superintendent for Instruction, said:

> "I have personally discussed this pass-fail policy change with the registrar of Nebraska and Nebraska Wesleyan. I am told that we face no problems with the acceptance of this policy at either of these two institutions. I am also told that in all likelihood we will not face any problems if we use the pass-fail on a rather limited basis. If we go to pass-fail for all marking or for even a majority of our marking system, then we are likely to be called on to include a statement of clarification for each student by colleges receiving transcripts. Obviously, this would be extremely difficult."

How are these pass/fail experiments working out?

This is a somewhat difficult question to answer. For one thing, the ERS did not ask this specific question of participating schools. Among the few responses which did include such information, the criteria varied (i.e., student learning, amount of participation, college admissions, etc.). It is also important to note who made the evaluation--administrators, teachers, or students.

Three schools reported successful pass/fail experiments. The principal of John R. Rogers High School, Spokane, Washington, reported that the pass/fail system was particularly effective in advanced courses such as physics, advanced math, and advanced languages, as these are areas which students might avoid because a poor grade would lower their grade point averages. He attributed the success of the program to its general permissiveness. The principal of New Rochelle High School feels that where the pass/fail option is limited to seniors, it has worked out well. This is due to the fact that colleges are more interested in the academic records from the ninth, tenth, and eleventh grades.

Following his one-semester experiment with pass/fail marking in psychology, the intern at Hudson's Bay High School in Vancouver, Washington, made the following enthusiastic report:

1. Students were led toward greater concern for what they learned instead of what kind of material or written reward they were to receive for what they memorized.

2. The students moved away from simple acquisition of knowledge and began to emphasize the application of knowledge, which tended to stimulate the average child as well as the creative child.

3. Together, student and teacher were able to eliminate feelings of anxiety in the poor achiever which generally lead to further failure and possible withdrawal from learning situations. In turn, we developed the feeling that one could trust and share with other members of the group.

4. A significant increase in student self-concept which in turn had a positive effect on achievement.

Not all of the participants in this survey were enthusiastic. The principal of Central High School in Sioux City, Iowa, frankly admitted that it was a mistake to allow the option to apply to any student enrolling in an elective course. He cites the following two negative results:

1. Some students on a strong college entrance type program elected the pass-fail option in such areas as the fifth year of mathematics, the fourth year of an accelerated foreign language study, etc.; and

2. Some students actually hurt their class rank position by taking the pass-fail option in that those courses in which the pass-fail option was exercised were not included in determining the final mark-point averages. As a result, some students found themselves at a disadvantage in placement on the final ranking. For example, a student with five A's was able to achieve a higher ranking than a student with three A's and one pass-fail in the final semester of work.

Although the administrators at Central High School did not foresee the problems with class rank, the pass/fail system was not a total failure. Some students did elect typing, notehand, and some industrial subjects which they might have bypassed if the pass/fail system had not been available.

The failure and discontinuation of the pass/fail system which was tried for one year (in English, American history, and physical education) at Boulder High School, Boulder, Colorado, was due to causes different from those at Central High School. The principal of Boulder cited the following problems:

1. Our curriculum is still traditional. In the minds of students, teachers, and parents, the old grading scale is so completely interwoven with the curriculum practices that one cannot be changed without changing the other. We have concluded that the curriculum must be changed first, then the grading system change will come naturally. Some of the restructuring includes breaking traditional Carnegie Units into smaller component units, the stating of behavioral objectives, establishment of student-developed objectives, etc.

2. We find our community and the colleges to which our students apply highly grade conscious and cumulative grade-average conscious. College admissions officials will have to help us if we are to change grading systems significantly.

Some schools reported poor participation in their pass/fail systems. The Superintendent of Fremont Union High School District, Sunnyvale, California, reported that very few students have taken advantage of the pass/fail option there. He stated, "While I personally feel that the pass-fail

option has some merits, something much more fundamental is necessary to make a curriculum relevant. We have so many options in our present curriculum that perhaps it is unnecessary for students to take courses on the pass-fail basis. At any rate, this policy is of little consequence in our district."

The chairman of the social studies department which offers pass/fail grading at Santa Barbara High School, Santa Barbara, California, reported that poor participation in this program was probably due to a variety of causes including competitiveness, family pressure, habit, and/or failure of the social studies department to explain or sell the system well enough. Lincoln Northeast High School in Lincoln, Nebraska, is another high school which experienced poor participation in its pass/fail program. The principal attributed this to (1) lack of interest and desire to compete, (2) limitation to 8 credit hours (increased to 10 for 1971-72), (3) honor roll rules, and (4) parent and teacher disapproval.

Monte Vista High School, Whittier, California, (where pass/fail grading in social studies involves counseling for failing students) was the only school which reported actually surveying the participants in their experiment. (See the detailed plan on page 8.) A tabulation of the survey results revealed that nearly 70 percent of the students felt that they had learned more about the subject as a result of the new approach to grading and testing. About 64 percent said they had a better feeling about the course because they knew what was expected of them in terms of grading criteria and course goals and objectives. More than 80 percent of the participating students felt that the new grading system had not placed unreasonable demands upon them in terms of time or workload. However, some students felt that the elimination of the "D" grade was a disadvantage because a student could not receive credit for a course unless he made a "C" or better.

Most teachers felt that students learned more or understood concepts better as a result of the new grading approach. Teachers did report, however, that their workload was increased. Counselors and administrators involved in the counseling process also reported increased workloads, which interfered at times with the conduct of their normal duties. On the basis of student, teacher, and administrator evaluation of the program, it was recommended that the grading experiment be continued in the 1971-72 school year.

How to initiate a pass/fail system.

A school considering the initiation of a pass/fail policy could obtain some suggestions from the experiences of the schools participating in this report. It would seem that a school should begin planning well in advance--involving teachers, counselors, students, and perhaps parents in this planning. It appears most important to establish policies beforehand on such matters as class rank, grade point average, and the number of courses or the number of hours a student may take on a pass/fail basis. These policies should be explained to teachers, students, and parents before they are implemented. It also seems wise to contact area colleges and other colleges to which many students apply, and ask them for their reactions to a pass/fail system.

A well-planned and administered pass/fail system may be very helpful in meeting problems arising from the disenchantment with school evidenced by some teenagers. However, it is not a panacea. As one respondent said, "Just changing the grading system is like pouring heavy oil into an old engine when the entire engine needs overhauling."

(For some additional suggestions, consult the references in the bibliography on page 15.)

SUMMARY OF REPLIES TO PASS/FAIL PLANS INQUIRY
(20 individual secondary schools and six school systems)

RINCON HIGH SCHOOL, Tucson, Arizona	Pass/fail system planned for 1971-72 school year.
FREMONT UNION HIGH SCHOOL DISTRICT, Sunnyvale, California	Pass/fail grade may be given to a student in any subject or area, with prior approval of the Administrative Council.
DOS PUEBLOS HIGH SCHOOL, Goleta, California	Credit/no credit option available to all students in some subjects. Option must be made by second week in course. Signature of parent and approval of Dean of Counseling required. Record shows "No credit" if student fails. (See policy on page 11 and form on page 12.)
RIDGEVIEW JUNIOR HIGH SCHOOL, Napa, California	Pass/fail used in English, math, and history for all students in low ability group.
PALO ALTO UNIFIED SCHOOL DISTRICT, Palo Alto, California	Credit-only options available in any course to any sophomore, junior, or senior. May exercise option in three courses if taking total of 6 or 7, in two courses if taking 3 to 5 courses. Option must be made by midpoint of grading period. Signature of parent and counselor required. Letter grade remains available if needed. Record shows "H" (no credit or grade) if student fails. (See policy on page 10.)
SANTA BARBARA HIGH SCHOOL, Santa Barbara, California	Credit/no credit grading available in social studies. Option must be exercised after the fifth week of course. Signature of parent required. Report card and transcript show "5" (number of credits) and word "credit," or "0" and "no credit."
MONTE VISTA HIGH SCHOOL, Whittier, California	Experimental modified pass/fail system in 11th and 12th grade social studies. Students receive A, B, or C grades; those falling below C have no record made on official transcript. Group counseling for those not performing at C level. (See description on pages 8-9.)
BOULDER HIGH SCHOOL, Boulder, Colorado	Pass/fail grading in physical education, English, and American history in 1970-71. Has been abandoned for present. (For a discussion of why it failed, see page 4.)
FAIRVIEW HIGH SCHOOL, Boulder, Colorado	Any course may be taken on credit/no credit basis, but minimum of 12 hours a semester must be for a letter grade. Student must exercise option by fourth week. Signature of parent and teacher or counselor required. No entry in records if student fails. (See guidelines on page 10.)
ALAMEDA SENIOR HIGH SCHOOL, Lakewood, Colorado	Pass/superior grading optional for undermotivated students in 10th, 11th, and 12th grades of a work-study program. No entry on permanent record of those not passing.
R. NELSON SNIDER HIGH SCHOOL, Fort Wayne, Indiana	Any course in excess of the requirements for major or minor may be taken on pass/fail basis. Passing grades not taken into consideration when figuring grade point average and class rank, but failing grades are.
CENTRAL HIGH SCHOOL, Sioux City, Iowa	Pass/fail marking available to any student in any elective course. Must exercise option by first week of class. (See principal's evaluation on page 4.)
WATERFORD TOWNSHIP HIGH SCHOOL, Pontiac, Michigan	Not more than two pass/fail classes may be taken in one semester. Must be requested before twelfth week of each semester. Parent approval is required.

SUMMARY (Continued)

SOUTH HIGH SCHOOL, Minneapolis, Minnesota	Students may opt for credit/no credit near beginning of course. Letter grade required for 60% of credits toward graduation and for 80% of credits to determine grade point average and class rank.
LINCOLN PUBLIC SCHOOLS, Lincoln, Nebraska	Not more than 10 hours per semester may be for pass/fail, and not more than 30 hours of pass/fail work can be used toward graduation. Option must be exercised by eighth week of semester. Written parent approval required. Records show "satisfactory" or "unsatisfactory." (See form on page 14.)
NEW ROCHELLE HIGH SCHOOL, New Rochelle, New York	Pass/fail grades given to seniors in English IV, driver education, and health; anticipated soon in physical education. (English IV offers some 30 half-year electives, of which seniors must take two.)
YONKERS PUBLIC SCHOOLS, Yonkers, New York	Pass/fail grading for seniors in elective courses beyond normal requirements for graduation. No more than two courses may be taken for pass/fail. Option must be exercised during first marking period of semester. Written parent approval required. (See form on page 13.)
CANTON CITY SCHOOLS, Canton, Ohio	Pass/fail option available to seniors, in one unit only; may not be applied in any course required by the state for graduation. Student must have approval of his counselor with the knowledge of the principal. (See more detailed procedures on page 9.)
NORTH EUGENE HIGH SCHOOL, Eugene, Oregon	Pass/fail grading available to all students in physical education, art, and mathematics. Each department decides whether or not to offer courses on pass/fail basis.
WINSTON CHURCHILL HIGH SCHOOL, Eugene, Oregon	Pass/incomplete grading available to all students for 10 semester hours per year; teacher approval required. Student opts after two weeks in course; may change at end of grading period. "Incomplete" may be completed at any time prior to graduation. (An additional six electives are offered for pass/incomplete only; see policy on page 11.)
JOHN R. ROGERS HIGH SCHOOL, Spokane, Washington	Any instructor in any course may permit students to be graded on pass/fail basis. Universal pass/fail grading in physical education and in a teachers aide program.
HUDSON'S BAY HIGH SCHOOL, Vancouver, Washington	Pass/fail grading in one-semester psychology course, now terminated. Proposal to allow all students to take one non-required course per semester for credit/no credit under consideration. (See evaluation on page 4.)
PARKERSBURG HIGH SCHOOL, Parkersburg, West Virginia	Pass/fail grading available in any of the following if chosen as a sixth subject: art, crafts, ceramics, creative writing, dramatic literature, dramatics, driving, music, mechanics, mechanical drawing, humanities, notehand, personal typing, psychology, sociology, speech. Also comparative government or world geography when American Studies is part of schedule.

SUMMARY (Continued)

The following three high schools reported programs which involve such factors as continuous progress, independent study, and individualized instruction; they are not examples of bona fide pass/fail grading.

JOHN GLENN HIGH SCHOOL,
Norwalk, California

Individualized continuous progress program is used in English departments. Students pursue "flight plans," receive no credit until plan is satisfactorily completed.

LEO HIGH SCHOOL,
Grabill, Indiana

Continuous progress and self-pacing program, with learning packages which are marked on pass or recycle basis. Some are marked high quality. There is no failure. Learning packets are segments of a sequence (course). A letter grade or "Cr" (credit) is given at the end of each sequence.

EDMONDS SCHOOL DISTRICT,
Lynnwood, Washington

Continuous progress and individual instruction program in foreign languages. Credit for unit of work (1 semester) granted upon successful completion of unit's requirements. Failing grades eliminated.

PLANS AND POLICIES GOVERNING PASS/FAIL SYSTEMS

MONTE VISTA HIGH SCHOOL
Whittier, California

As a result of concern about the negative effects that some aspects of our current grading system have on students, an experimental grading procedure was instituted at Monte Vista High School in grades 11 and 12 social studies for the 1970-71 school year. The following statement which defines the nature of the experiment is excerpted from the original proposal:

"Only A, B, or C grades will be assigned to students. Grading standards for achieving these grades will remain the same. All students who fail to reach C grade proficiency will not receive a grade for the course or have the course recorded on the official transcript. In addition, all eleventh and twelfth grade students who are not performing at the C level after four weeks of instruction will be identified and counseled as a group on a regular basis (once every two weeks) by appropriate counselors, teachers, and the Assistant Principal and the Coordinator of Curriculum and Instruction.

"The specific purpose of group counseling will be the identification of problems that interfere with satisfactory student performance in the classroom and help to solve these problems. Incorrect placement in ability groups, conflicts and lack of communication with teachers, lack of understanding of subject goals, and conflicts at home are examples of problems that might be identified and dealt with.

"Counseling with students has been and will continue to be an integral part of the grading process. The success of the counseling program will be measured by the number of students who achieve success in the classroom as a result of group counseling.

"It is assumed that this positive approach to grading will result in improved performance by all students. Students who find it difficult to achieve satisfactory performance in classes will realize that the school cares about their achieving success. Teachers will have at their disposal a dialogue which could result in self-evaluation or evaluation of their methods and goals. In general, a more suitable atmosphere for the development of a positive relationship between the school and students should exist."

As reflected in the proposal, the primary purpose of the experiment was the elimination of the punitive aspect of grading and the development of a more positive relationship between teachers and students. Most of the teachers involved in this experiment approached instruction with the philosophy that tests should serve as learning experiences as well as evaluation instruments. On the basis of this feeling, students were allowed to repeat tests until they were satisfied with their achievement. Since specific course objectives were integrated into the examinations, students should have developed a better understanding of concepts through taking advantage of this opportunity. Students also were encouraged to re-submit assignments until satisfactory achievement had been accomplished. During the first week of instruction all students received a list of course goals and specific objectives in addition to a list of criteria which established the requirements for earning an A, B, or C grade. These criteria were discussed in detail and students were encouraged to debate the validity of both goals and grading criteria.

Counseling of students by teachers, counselors, and the Coordinator and Assistant Principal of Curriculum and Instruction was an integral phase of this experiment. In addition to routine counseling of students by teachers, poor achievers were counseled either individually or in groups by staff counselors and the Coordinator and Assistant Principal of Curriculum and Instruction during the school year. About 135 non-teacher counseling sessions were held during the year.

Over 200 students were involved in one or more non-teacher counseling sessions during the school year. This figure assumes that some of the students were counseled five or more times. If comments made by students during counseling sessions indicated a need for changing instructional methodology, follow-up conferences were held with the teachers and the desired changes were discussed and evaluated. Teachers strongly felt that these counseling sessions reinforced the process and that information provided helped them with instruction and their understanding of low achieving students.

CANTON, OHIO

The following procedures shall be used in the implementation of the pass-fail system:

a. The pass-fail system is to be offered initially only to seniors. After a year, perhaps, the system might be extended to juniors.

b. The pass-fail system is not to be applied to any course required by the state for graduation, e.g. three years of English, American history, health, and one year of math and science, and government and economics.

c. In order to elect a pass-fail course, the student must have the approval of his counselor with the knowledge of his principal.

d. The pass-fail course will not be used to figure class standing, but the student who passes will receive the usual credit given for the course.

e. After a student has elected to pass-fail a course, he may not change to the usual grading procedure. Conversely, after a course has started, neither may a student enrolled under the regular grading procedure elect to pass-fail.

f. All requirements for the course must be met by the pass-fail student.

g. Attendance at the pass-fail class is mandatory.

h. A pass-fail class may not be dropped in mid-course.

i. A student would be limited to one unit under a pass-fail system.

PALO ALTO UNIFIED SCHOOL DISTRICT
Palo Alto, California

Purpose: To provide incentive for students to take courses which interest them, but which they may be avoiding for various reasons. A student taking a course on the pass-credit basis is relieved from concerns related to the effect the grade might have on his overall record, since he will have the option of having "credit only" recorded if he prefers not to have the resulting grade posted. It must be clearly understood that a student will have to meet the requirements for passing set forth by the department before he can receive credit. For example, many students with excellent records avoid subjects in areas where they feel they have no special talent because of grade consideration. This would open the door for them to consider enriching their high school experience with such courses taken on a pass-credit basis.

Eligibility: Open to any sophomore, junior, or senior according to the following criteria and schedule:

1. If a student takes 7 courses he may exercise this option in 3 of his classes. PE is included in the 3 options available. This is true for the following schedules: 6 courses - 3 on pass-credit option; 5 courses - 2 on pass-credit option; 4 courses - 2 on pass-credit option; 3 courses - 2 on pass-credit option.
2. A student must obtain the appropriate card from the Guidance Office and have it approved and signed by his parents and counselor. The counselor may not veto this option, but acts in an advisory capacity.
3. This must be on file by the mid-point of the grading period.
4. The student's letter grades will be entered on the report to parents and will remain available to the student in case, at a later date, it is necessary to quantify the "credit grade."

Available courses: Subject to the above conditions, a student may take any course in the curriculum on a "credit only" basis. However, it must be understood that certain colleges will not honor course grades of "credit only." When a student elects to take a course on a "credit only" basis he should know first if the college he may wish to attend will accept such a credit.

Grading: Once a student is approved for enrollment in a course on a "credit only" basis, he is treated as any other member of the class. He is responsible for all assignments and tests and must meet the minimum requirements for credit. The student who passes courses previously elected on a pass-credit plan may elect to keep the grade or to have a "+" (credit only) appear on his transcript. The grade will be posted on the record unless the student notifies the Guidance Office of his desire to use the "credit only" option within one week after grade cards are available, except for graduating seniors who must exercise their option as soon as grades become available. An "H" (no credit or grade assigned) would appear on a student's record for any course taken and failed on the pass-credit basis.

FAIRVIEW HIGH SCHOOL
Boulder, Colorado

1. Any student may seek permission to take courses on a credit-no credit basis, provided a minimum of 12 hours per semester be taken for a grade. This gives the student a total of 72 hours that he will have to take for a grade.
2. A permission form with parent, teacher (counselor), and student signatures will be used.
3. Students will receive a letter grade up to the semester grade and then this grade will be recorded as a credit or no grade (meaning no entry in the records at all).
4. The student must exercise his option to choose the credit-no credit by the fourth week of the semester. Once this decision is made, it is final.
5. All courses at Fairview High School may be considered for credit-no credit.
6. Credit-no credit courses will count toward graduation, but not toward the grade point average.

(The objectives of the Fairview plan are quoted on page 2.)

WINSTON CHURCHILL HIGH SCHOOL
Eugene, Oregon

Basic Policy Statement. A student may elect to take 10 semester hours per year on a pass/incomplete basis as long as the teacher of the class approves. The following classes are offered on the pass/incomplete basis and do not count as part of the 10 semester hour electives: drama, creative writing, humanities, driver education, office education work experience, and student assistants. Any student may request to be graded in the above classes. Again, teacher approval is required.

Specific Guidelines.

1. Pass/incomplete classes cannot be figured in a G.P.A. "Incomplete" means no credit; it is not an "F" grade. An "incomplete" may be completed at any time prior to graduation.

2. Implied in the whole concept of pass/incomplete is the idea of curriculum with behaviorally defined goals. Therefore, each teacher should clearly define and each student carefully study what tasks students will be expected to perform in order to pass a given course.

3. The student should be given a minimum of two weeks in a class before being required to declare his grading preference. Teachers may set the maximum declaration time at their discretion, but it is recommended that it be early in the course.

4. At the end of each semester, the student could change his method of being graded -- pass/incomplete vs. A, B, C, D, F.

5. Students and teachers alike are urged to inform parents of this policy.

DOS PUEBLOS HIGH SCHOOL
Goleta, California

Memo to: All teachers
Re: Policy on courses offered on a credit/no credit basis

Some courses may be offered on a credit/no credit basis with the approval of the Dean of Counseling who in turn must submit for the approval of the principal. Within the second week of the class taught on this basis the teacher must receive in writing the student's choice as follows:

1. To receive the traditional letter grade of A, B, C, D, or F with its corresponding grade point average, or

2. A mark recorded on the permanent record card of credit or no credit. Grade points cannot be given for a credit mark and therefore will not average with other academic grades. Students choosing this method are expected to obtain parent signature.

It must be explained to the students that this is a final and important decision for them to make as college entrance in no way should be jeopardized. Point out the fact that the credit cannot be computed in the grade point average and college requirements should be checked before making the final decision.

DOS PUEBLOS HIGH SCHOOL
Goleta, California

Dear Parents:

The attached request for your son/daughter to take a course at Dos Pueblos High School on a credit/no credit basis will be very important for you to consider. The philosophy of taking a class on a credit/no credit basis is to give the student an opportunity to explore various areas of study without the pressure of academic grades. The importance of this decision arises due to the fact that the grade cannot be computed in the student's grade point average, therefore could jeopardize college entrance. As you know, Santa Barbara City College accepts students who are high school graduates or who are 18 years of age. Consequently, high school grade point average is of no consequence for entrance. The University of California requires specific courses for entrance and a specific grade point average. It is therefore important that the student not take an entrance requirement course on a credit/no credit basis. State colleges consider all courses except Physical Education for entrance eligibility.

If you have any questions regarding the decision please feel free to call me.

Sincerely,

Dean of Counseling

CREDIT/NO CREDIT REQUEST

TO: Permanent Record Card (until credit or no credit recorded) then to Cum Record.

* *

With a complete awareness on the part of my parent(s) and myself of the requirements of the credit/no credit course _____, I hereby request to take the above course on the credit/no credit basis. I further understand that this decision is final on my part.

_____ Date

_____ Student signature

ACKNOWLEDGEMENTS--in order

PARENT _____
Signature

NOTE: This form is to be completed to this point and returned to the teacher involved no later than _____
Date

TEACHER _____
Signature

COUNSELOR _____
Signature

YONKERS PUBLIC SCHOOLS
Yonkers, New York

_____
Date

_____ High School:

I am requesting that I be given a "P" or "F" grade in the course listed below for the (fall term, spring term, year).
circle correct item

This elective course is beyond my basic requirements, including the 4th year of English and Social Studies. I understand that I may not change this decision once it has been made for the course listed below.

_____ _____ _____
Course Room Period

_____ _____
Student's signature Homeroom

I give approval for this request and understand the conditions.

_____ _____
Parent's signature

I shall issue a grade of "P" or "F" to the above-named student:

_____
Subject teacher's signature

Student

REQUEST FOR CHANGE IN COURSE WORK EVALUATION
LINCOLN PUBLIC SENIOR HIGH SCHOOLS

Course

1st Sem. 2nd Sem. 1970-71
(Circle which semester)

Counselor

I hereby request that instead of using the regular seven point evaluation scale for my work in _____ for the _____ semester of 1970-71, that
Course Title Hrs. Cr.

my work in this course be evaluated by the instructor using only the mark of *satisfactory* or *unsatisfactory*.

I understand that:

The evaluation I receive in this class will not be included in determining class rank or honor rolls.

I may not elect this method of evaluation for more than eight semester hours of work each semester.

I may elect not more than thirty hours of work using this method of evaluating for courses counted toward requirements for graduation from senior high school.

The Lincoln Public Schools officials have checked with local colleges and this evaluation of credit earned will be acceptable, but there may be some colleges who have policies of not accepting credits evaluated only as satisfactory on my high school transcript.

This form must be completed and filed in the school office by not later than October 28, 1970 for the first semester and not later than March 19, 1971 for the second semester.

Date _____

Student Signature

I approve the above request.

Parent Signature

Counselor's Signature

Date filed with office and
copy sent to instructor. _____

(Original white copy to office — Duplicate pink copy to instructor)

SELECTED REFERENCES

Babbott, Edward F. "Effect of High School Pass/Fail Courses on College Admissions." *Journal of the National Association of College Admissions Counselors* 14: 25-27; September 1969.

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Cotlove, Elaine. "Pass/Fail Grading." *Changing Education* 4: 15-16; Spring 1970.

Daiger, Richard H. "Will Pass/Fail Pass the Test?" *Today's Education* 60: 24; November 1971.

Haskell, John M. "Pass-Fail? A System Worth Trying." *Clearing House* 42: 172-73; November 1967.

Oberteuffer, M. "College Reactions to the Pass/Fail Threat." *Journal of the National Association of College Admissions Counselors* 15: 8-9; May 1970.

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